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BRIGHAM YOUNG ACADEMY.

Vol. II.

PROVO, UTAH, MAY 19, 1893.

No. 13.

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PROVO, UTAH.

THE NORMAL.

VOL. II.

PROVO, UTAH, MAY 19, 1893.

No. 13.

MANAGING EDITOR, - - - H. M. WARNER.
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EDITORIALS.

THE Brigham Young Academy has from its opening year furnished teachers for the schools of Utah. Good work here is bound to be appreciated and Dr. Phillips has been complimented by a call to the Young University, of Salt Lake, where he will have charge of the department of Physical Science. It is quite possible that in another year others of our teachers may be called away in a similar manner.

THE NORMAL for the next semester will contain a complete synopsis of Dr. Baldwin's lectures on Educational Psychology, which will be delivered before the B. Y. A. summer school. These lectures alone will be worth more than the subscription price of the magazine, and will be but one of the many series of pedagogic papers that will, more than ever before, commend THE NORMAL to the patronage of students and teachers. An especial feature will also be made of training school, primary and kindergarten methods. No Utah educator can afford to be without THE NORMAL for '93-4.

THEORY without practice is a useless luxury. Knowledge is, of course, good, but the ability to apply knowledge is infinitely better. It was ignorance of this fact that made the first normal schools in America such dismal failures, and it is the practical application of the principles of education that makes the American training school of today the peer of any similar institutions in Europe.

Practical demonstration of methods and principles will be given at the B. Y. A. Summer school that all teachers may have an opportunity of judging for themselves of the utility of theories that will be conducted by the primary specialists from the Cook County Normal, and every teacher in the west will be benefitted by a close observation of the work done in the grade.

WE commend to all teachers a careful study of Prof. Hinsdale's critique of President Elliot's article in the *Forum* on "Popular Education." A scholarly and philosophic mind shows itself in every sentence and the principles enumerated and discussed should be digested by every patriotic teacher.

A chapter upon popular education should be found in every treatise upon political service and it is the relationship of popular education to the political and social world that has called forth the *brochure* to which reference has been made.

In the supplement to the circular, which is about to be issued, several changes are noted which will interest all the students. Especial prominence is given the mechanical department and opportunities will be afforded for advanced work in philology and in natural science.

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LEGAL BLANKS, M. I. A., B. Y. A. AND
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Students' Guide to Book-Keeping,
BY JOS. B. KEELER.

THEORY AND PRACTICE OF EDUCATION.

SCHOOL MANAGEMENT.

NOTES FROM LECTURES BY PROF. G. H. BRIMHALL.

This is the art of managing the school in all its bearings.

1. Have the school room in a hygienic condition before you begin school, and to this end spend at least a day yourself in its final preparation.

2. Begin with prearranged order, preserve this order and close with the same order.

3. Be careful, cautious, kind and cheerful but constantly commander of your forces.

4. Govern on the principle of *direction* not *suppression* of child energy.

5. Keep the school room as a "Temple of Learning," clean by firmly and persistently refusing the admission of filth though it be fastened to the feet of friends.

6. Enlist not only the intellect, but the emotion of the pupils in the care of school property.

7. Use, and properly care for whatever apparatus you have before you begin to grumble because you haven't more.

8. Keep the school room temperature as near 68 degrees as possible.

9. Regulate the light by judicious arrangement and adjustment of window shades.

10. Inspect and insist on the out-buildings being kept clean, otherwise they will become factors of degradation.

11. Secure first the respect, second the full confidence, third the love of your pupils; their co-operation in government will be sure to follow.

12. Organize your school on the principle that the distribution of the responsibility makes government easy.

13. Offer no prizes that are not within the possible reach of every member of the class.

14. Inflict no punishment that has not a reformatory relationship to the offender.

15. It is the certainty, not the severity of punishment that is effective in government.

16. Let the judgments of justice be always subjected to the modifications of mercy.

17. Be never so *cruelly* kind as to permit pupils to waste their time or chain themselves by habits of evil.

18. Plan your work at least ten weeks in advance and work to the plan. An imperfect plan *well* executed is preferable to a perfect plan poorly executed.

19. In planning keep in view the fact that plans are for pupils rather than pupils for plans; of the former, however, there should

be an ideal and the constant aim of the teacher should be to bring the latter to this ideal.

20. Know just what you *propose* to do each week, each day of the week and each hour of the day.

21. Keep notes of your school room successes and failures, and review them occasionally.

22. Study the "hard cases;" capture them first and then conquer them.

23. Keep a pupil as long as he does the school less harm than the school is doing him good.

24. In requiring preparations have a "must do," but always keep it within the range of the pupils' "can-do."

25. See that each recitation leads the pupil from the "can-do" to the ought to do, and from the "does-know" to the "ought-to-know," and in habits forming, from the "is" to the "ought to be."

26. So teach that the pupil can see clearly along his pathway of progress from the end to the beginning at any time.

27. Test the chain of knowledge by frequent reviews and rewald the weak links.

28. Be a certain-to-come inspector of pupils' written work, books and desks.

29. Conduct your school on *no* credit system with tomorrow; see that the dues of the day are paid up before the pupil goes home.

30. Due work should be done as a privilege not as a punishment, but if there be any to do it *must* be done.

31. Keep the line of mental reciprocity between teacher and pupil "taut" during each recitation.

32. Make each recitation a complete *whole* forming a part of a whole course of instruction.

33. Distinguish between making the pupils' work progressively pleasurable and non-progressively easy.

34. Make the pupil's school record the basis of his promotion.

35. Pander to neither patrons nor pupils, except on the principle of "stooping to conquer," and be sure that the cost is not greater than the proceeds.

36. Have no policy that would compromise your impartiality in the school room.

37. Carefully cull from books, collect from conversations and evolve from observation a constant supply of new knowledge.

38. Of yourself accept nothing as good enough that you see can be made better.

39. Will and work, not wait for results.

MIND JOURNEYS AND LIVE GEOGRAPHY.

W. E. RYDALCH.

If geography be not the most important study in the district school, it at least is one of the most essential to the formative habits that the school should give to the pupils. To travel over the face of the earth would be the best way to study geography, but as that is impracticable the next best way would be to let the minds of the students travel from one country to another, from one continent to another.

Much benefit can be derived from these mind journeys if they be properly told. Suppose we should want to tell a few things of South America. Taking a car at Ogden we speed toward San Francisco. There a steamer is waiting to convey us past California with her orange groves and vineyards, Lower California rock bound and less inviting, Mexico beautiful in her scenery, Central America draped in all the luxury of a tropical landscape, and at last we land at Panama on the Isthmus of Panama. Climbing to the top of some high peak we take a look at the surface of the country. At our feet and running the entire length of the continent are the Andes Mountains. Some of the peaks are extinct volcanoes, while others are continually white with snow.

A great plateau is adjacent to the mountains. To our left are the Acaray Mountains with the Orinoco River and its valley lying between us and the Plateau of Guiana. Far off to the south of east is the valley of the Amazon covered with a dense growth of vegetation and interspersed with many sluggish rivers, while south of the Selvas is the plateau of Brazil, having for its crowning point the Serra do Espinaco Mountains dotted here and there with their celebrated diamond mines. Going farther south we come to the La Plata River. To the west from this river our course is taken and the grassy pampas, inhabited by wild Indian tribes and stocked by thousands of wilder cattle and horses that dash madly away as we approach, are traversed.

(While these journeys are being taken, the teacher, or better the pupils, should draw the mountains and valleys, etc., as they are studied so to impress upon the minds of the pupils the surface of the continent.)

Down the coast as far as Peru we go in an ocean greyhound. Landing at Calleo, we proceed to Lima and from thence over the Andes. We pass through beautiful valleys and by nestling villages in our ascent, until arriving at

the summit we can see the Amazon River running to the Atlantic. All around us and below are snow covered heights. Descending, we pass different kinds of vegetation, the first belonging to the species of the frigid zone, the last being found among the plants of the tropics. We see the cinchona tree yielding its bark from which quinine is prepared and the Cassava plant, giving to the native the manioc flour and to the foreigner the tapioca of commerce.

(These travels can be used with profit in introducing not only the surface, but also the drainage, climate, vegetation, animals, rainfall, and peculiarities of the people, etc.)

Live geography can be taught so that instead of memorizing a few dead things, the country can be made to live before the class, and geography will be one of the most interesting studies in school.

If the teacher will commence at the beginning of the school year to collect specimens of the three great kingdoms ere the children be dismissed in the spring, there will be a cabinet formed that will be a source of satisfaction to all who have contributed to its making. This kind of work need not be unsystematic but specimens of minerals, vegetation and animals of each continent can be illustrated in the same way.

How can this be accomplished? Have some small boxes (any common ones will answer the purpose (for each continent, say three for each. Into No. 1 place all the specimens of mineral from the land that is being studied. If the real specimen cannot be obtained get a specimen from the locality where the school is to stand in the stead. Thus; suppose that silver is found in Siberia. Probably no specimen of silver ore from Siberia can be had, but a Utah piece of silver ore will do almost as well and the pupil will remember the fact that silver is mined in Siberia.

Box No. 2. Of course the plants themselves in many instances could not be obtained but the grocers of the town would be pleased to give samples of the articles of commerce they get from each country and rice, tapioca, pineapples, bananas, oranges, dates, figs etc., will be added to the collection.

Box No. 3. Then it will be impossible to get stuffed animals from each land, but have we not thousands of pictures around us and have we not scissors? A hint to the wise is sufficient.

My space is filled. These few rambling thoughts will have to suffice. Work is the main spring of successful teaching and it is no exception in teaching geography.

MUSIC.

OTTELIA MAESER.

Have respect for one who attempts and does all that lies within her power. That, dear readers of the Normal, is my simple request for it proves quite a difficult task for me to contribute to your worthy paper. I feel my inability to do justice to that soul inspiring subject assigned me—"music."

Through my experience in the past few years as teacher of instrumental music in the B. Y. Academy, I have studied many of my pupils, in order to teach them to overcome habits formed in incorrect fingering, poor technique, rapid playing and stooping which is very injurious to one practicing any length of time, and that is one very important point and first to be taught—*position of hand and body*. A great many books have been written on the art of teaching with excellent rules, but when we put them practically, we as teachers, know that the work must be varied. So the teachers soon discover that one method does not answer with all students. We may say of medical students, they have acquired much knowledge through long years of study, but now comes the most important study, how to put their knowledge into effect. To become good students in music or any other branch pursued they must have proper training and thought from the beginning. But those wanting to become good musicians must enter into theory—harmony, read biographies and study characters of composers, then they realize or will have some vague idea how these great musicians have labored to place in view that beautiful art music, which is being performed in every land.

So to accomplish that art one must delve far beneath the surface of music. Submit himself to hard practice and as many hours during the day as possible. One half hour in the morning is more beneficial than two hours after hard physical or mental labor, for without mental aid practice is lifeless. Our life is short and we have but one youth so we should devote our time faithfully to study for art is endless.

Teachers employed in public schools have no choice of pupils; they are there to teach whoever applies. Many who come from the obscure walks of life have never before seen a musical instrument, but we find hidden deep within their souls more music than those who have studied scientifically for years. Music must have pure minded followers. Pure water flows only from pure fountains. The task of the music instructor in public schools is a difficult one. There is little chance of accom-

plishing the much desired result, as students can afford but one year at most, some but one term, which is but a mere introduction to the life time study.

SUNDAY SCHOOL.

(NOTES FROM PROF. CLUFF'S LECTURES TO NORMALS.)

Aim in Sunday School Teaching. It is profitable for the teacher to decide upon the end in view in Sunday school teaching, in fact he should see the end from the beginning. It is quite plain that Sunday school teaching like the district school teaching should cover a definite field. The question for the teacher to decide is, which field shall each of these cover.

In the first place we aim to develop in the Sabbath schools ideas of morality and right, of truth, of honesty, of integrity. Not only to develop these ideas but cause the child to carry them out in their every day life. Hence the aim in Sunday school teaching must be to give a moral education. This will immediately suggest the method of teaching Sunday school classes. We are not so concerned with the facts of the lesson as we are with the influence it may have upon the child. For instance: Suppose we are to give a lesson on the life of Lehi, and we choose for our subject Lehi Leaving Jerusalem. The facts of this subject are that about 600 years B. C. Lehi left Jerusalem. As historical facts they are useful no doubt, but they do not serve for the full purpose of the Sunday school lesson. The main thought is the fact that Lehi was obedient to the will of God, leaving Jerusalem, his home, his riches, in fact everything and traveled in the wilderness, and because of this obedience he was blessed. The lesson contained here is that of obedience, and this should be impressed strongly upon the minds of the children, and they should be shown that when their parents or those who are over them request a sacrifice on their part obedience should be yielded by them as it was by Lehi and blessings will follow. What I wish to say is that the moral part of each lesson should be emphasized and not the mere historical part.

We might teach Book of Mormon Chronology and have our students well versed in all historical facts contained therein, but this need not particularly make them better, more noble, more ready to conform to the will of God. But if in each lesson we bring out fully its moral bearing and develop the ethical faculties thereby will cause the pupils to be better, more noble, more virtuous, and live more in conformity to the mind and will of God.

Aim, therefore, it seems to me in Sunday school teaching should be to develop properly the moral and spiritual faculties.

Means of Accomplishing the End. To accomplish this end properly it behooves the teacher to study thoroughly, it seems to me, the mind of the being he is going to teach, in other words Psychology is a profitable study for him to pursue. And if we are to teach children, if we are to develop their faculties, if we are to control them, if we are to guide and direct their passions and desires, it seems to me necessary that we should know them, their faculties, their feelings, their emotions, their passions, their desires and this knowledge can be obtained only through the study of psychology. If we had a valuable band of horses and desired them well cared for, we would scarcely put a novice in charge, but rather we would get a man of experience who understood the methods of caring for horses. If we had a valuable orchard to care for we would scarcely put one in charge of our trees who knew nothing of horticulture, but rather we would get one versed in this science. What is true of horses and trees is ten times true of the human soul. We have children to rear, to educate, to develop, and it is not wise to place them in the hands of persons who know nothing of the laws of their spiritual and mental growth.

In the Sabbath schools as in the day schools, children are placed in the hands of teachers and it is expected by the parents that those teachers know their duties and will guide and direct the young minds of their children in the proper channels. Therefore to accomplish the ends of Sabbath school teaching it is necessary that the teacher should make a thorough study of the child, of his spiritual nature, of his moral nature, of his intellectual nature.

Methods of Studying the Child. Let us call the study of the child psychology, which means the science of the manifestations of the mind, and when we say mind we mean to include all the capabilities of man. We might use as synonyms to mind the words spirit, the soul, sometimes the word ego is used, or the self or the me. Theologically speaking these words do not all mean the same, but psychologically speaking they do. One excellent way of studying psychology or the mind of the child is to read the works of others on this subject. Find out from books that which others have discovered by experience and thus become acquainted with the technical words and expressions of the science. Another excellent way is called the method of introspection, that is by looking inward upon self, by

watching, by observing the manifestations of our own mind and by referring everything to our own experience. Neither can we do without the experimental method, that is, the method of observing the child, watching carefully the development of its mind and discovering the laws of its mental growth. I venture to remark that no study will be more profitable to the student or to the teacher than that of psychology, because if we understand the laws of mental growth and developments we can apply those laws to our own advantage as well as to the advantage of others; but if we are ignorant of these laws it will be impossible for us to arrange lessons or studies in such a way as to develop harmoniously the mind. A very excellent work on psychology which I recommend is Baldwin's Elementary Psychology, also Compayr's Elements of Psychology, also Lindner's Imperial Psychology. Remember, however, the rule that in all psychology studies appeals to our own experience must continually be made.

Divisions of the Subject of Psychology for the Convenience of Study.

The manifestations of the mind have been placed under three grand heads, intellect, feeling and will. The intellect imbraces the faculties of perception, memory, phantasy, imagination, conception, judgment and reason. Under feelings are placed the emotions, the sensibilities and the instincts. Under the will are placed all of the guiding and directing powers of the soul as well as attention, choice and action. These divisions and subdivisions are arranged for the purposes of study. The mind is a unit not an assemblage of units.

It is plain to see that the Sunday school work deals with a certain division of the intellect, that is, it has a special reference to the feelings, sensibilities and emotions. The district schools have special reference to the intellectual part. The Sabbath Schools take into account the intellect but deal more specially with the sensibilities and emotions. Both schools take into account the will.

It is sometimes offered as a criticism upon the common school education that many who have had a thorough course in the schools are immoral, are offenders against the law, thieves, etc. I do not think the criticism is well made. Such a criticism is more against the home and the Sabbath school and the church than against the district school, for it is the especial duty of the home, the church and the Sabbath schools to develop the moral powers of a man. If these are not developed but the intellect is, that is, the person is intellectually educated, the district schools have surely done their part

and the home and the church have failed in theirs. In fact it is my opinion that more blame is due home, the mothers and fathers of children who go astray and are wild and grow up to be reprobates, than is due any other factor in education, because the Sabbath schools, the day schools and even society itself can only supplement the teachings of home. Mothers and fathers cannot expect their children to be well taught unless they are well taught at home. They cannot give this important duty into the hands of others.

As Sabbath school teachers, therefore, it devolves upon us to prepare ourselves thoroughly for the responsible work we have to do. We must to a greater or less extent take upon ourselves the duty at least of assisting to bring up a moral people, to develop their moral and spiritual faculties; to teach them to *do* as well as to *know*; to teach them to be honest as well as to know honesty; to teach them to do right as well as to know right; to teach them to be reverent as well as to know reverence.

Normal Classes in the Sabbath Schools.—The growth of the science and art of teaching has been very remarkable in the last twenty-five or thirty years. It is due largely to the establishment of Normal Colleges and to the study of Psychology as a basis of the principles of education. So excellent are the schools now that a child can do almost as much work in one year as he could fifty years ago in two years. Parallel with this should be advancement in the methods of teaching and conducting Sabbath schools. If preparation is necessary for the district school teacher then it is necessary also for the Sabbath school teacher. If a district school teacher must attend a Normal College and receive instructions in the methods and principles of mental growth, then also should the Sabbath school teacher, because there is as much art and science in the one as in the other. It was in accordance with this thought that the B. Y. Academy Normal Sunday School was established, and I believe that the results already meet the expectations of its promoters. It seems to me that the good work could be extended, and steps should be taken to establish in every school a normal class, in which the minds of the teachers would be led to dwell upon the principles and practices of their profession. We cannot hope to attain to any great degree of proficiency in Sabbath schools without study and thought, but we can hope to attain to most any degree with study and thought. A normal class in the Sabbath

school would be invaluable if properly conducted and attended, and the objections raised by many superintendents that teachers cannot be obtained would be overcome. If a teacher understands his work and is conscious of a certain degree of proficiency therein, the chances are that he will love it and if he loves it he will be at his post, but where one is ignorant of the principles of teaching and is conscious of that ignorance he goes to his work with dread and fear and goes only when he cannot find a reasonable excuse to stay away.

I give here a suggestive course of instructions for Normal Classes:

First:—A course in the methods of presenting subjects.

Second:—A course in mind study.

Third:—A course in philosophy and principles of education.

Fourth:—A course in Sabbath school music.

The teachers of Normal classes should themselves be Normal graduates, that is they should themselves have received a training in those subjects besides having the advantages of years of experience. It seems to me advisable, therefore, that for next year our class in the Academy should at least take a twenty weeks course instead of a five weeks course. The Deseret Sunday School Union are already considering this subject and chances are that the twenty weeks' course will be established, and that representative Sunday school teachers from all over the Territory to the number of one hundred will be called for the express purpose of qualifying themselves as teachers of teachers. Inside of a year then, instead of having but one Normal Sunday School we may have over one hundred.

Grading the Schools.—Experience has demonstrated in the district schools that better, more efficient work can be done and the schools handled to a better advantage when the students are properly graded. By grading we mean separating into departments and placing as nearly as possible students of like attainments together. The district school has eight grades corresponding to eight years, each grade being a year; that is, a student of average ability can pass through each grade in one year and thus in eight years complete the full course. This grading has grown up gradually as experience and intelligence suggested.

It seems to me that the Sabbath schools can with profit follow the line of march of the district schools, and by introducing a properly graded system, do far better work. The Guide recently published by the Sunday School Union, suggests a system similar to that I have

just mentioned. If we assign to the Sabbath schools eight years of time, thus comparing the grade of these to that of the district school, we will find each department of the Sabbath school corresponds to two grades of the district school. The primary department corresponds to grades one and two; the first intermediate to grades three and four; the second intermediate corresponds to grades five and six; and the higher department to grades seven and eight. Now, it will be easily seen which books should be used in these grades if we take into account the books used in the district schools. In the first grade of the district school the chart and first reader are used; in the second grade, the second reader; in the third and fourth grades, the third reader; in the fifth and sixth grades, the fourth reader; in the seventh and eighth grades, the fifth reader.

The one thing needed to complete the grading in the Sabbath schools is graded text books, but we can suggest until such text books are written, the following:

In the primary department use the charts; in the first intermediate use the leaflets in the hands of a teacher, and the New Testament; in the second intermediate use the Book of Mormon, the Old Testament, the leaflets in the hands of the pupils, etc.; in the higher department use the Compendium, Orson Pratt's Works, and such grade of books.

By observing some order in the arrangement of the text books good results can be obtained.

Advancing of Pupils.—Those who are familiar with the district schools understand that a great factor in discipline and a great stimulus to study is the fact that pupils advance from grade to grade. They look forward with pleasure to the time when they shall "graduate" from one grade to another. Now, this principle it seems to me will work in our Sabbath schools, and it would be well if we could have a definite advancement of classes so that the children would look forward with pleasure to the time when they would go from the primary to the first intermediate, and from the first intermediate to the second intermediate, etc. To accomplish this, of course, we must have a definite beginning and a definite end for each department; that is, a certain amount of subject matter must be covered by the primary department, a certain amount by the first intermediate, and so on through. One difficulty in this would arise; children become attached to their teachers and sometimes would prefer to remain with the teacher they love than to advance to a higher grade. But could

not this be overcome by allowing the teacher to advance with the class from grade to grade. The objection might be urged that all teachers are not suitable to all grades, and thus what we gain on the one hand we lose on the other. For myself, I think it would be well for the teachers to advance with their classes from the primary to the first intermediate, and then drop back to the primary again, and those in the second intermediate advance to the higher department and drop back again to the second intermediate. At any rate the advancement of classes is well worth the experiment.

VARIOUS TOPICS.

BUSY WORK.

From observations made by our general superintendent, it seems that some of the teachers in the Church schools do not understand the nature and use of "busy work."

Busy work may be defined as proper employment given to pupils during the time they are not reciting. It keeps their fingers and minds busy, much whispering being thus avoided; and it is of a disciplinary value for their minds as well as the school. In the first and second grades its use is highly important, as the pupils here have little preparing to do, and need something to keep them employed, that idleness may ever be a stranger to them. It is, however, a secondary consideration in the higher grades, as the pupils have lessons to prepare and can also interest themselves with books from the school library.

If a child is kept busily engaged during the first two or three year of his school life by pleasant and varied work, a spirit of independence will be enthused into the little mind and heart and he will be made to feel that the school room is a garden in which the flower of intelligence and virtue grows upon the thorny stalk of self-effort. A pupil cannot resist whispering or disturbing the school in some way if he is left unemployed for even five minutes in every hour. There is a natural psychological demand for relaxation and variety, and the primary teacher must resort to many devices to keep mischief out of a crowded school room. It does not really benefit a child to work when that work is not properly directed to some end, therefore she should make thorough research and select that which not only busies the pupils but is educative. She should insist on careful and accurate work, not allowing carelessness to creep in, for if a child is not well trained in this, the same will reappear in his

other work, and a lack of thoroughness will be one of his characteristics.

The greatest skill necessary in the management of "busy work" is to know how much and how little to use and still leave a desire in the pupil for more. Children should be allowed to keep no kind of work till the enthusiasm which accompanies it is exhausted. It should be taken from them before interest is lost, but not before their having accomplished something with it.

By busy work the leisure moments can be filled in with material that will be beneficial and useful in the great structure of character which otherwise would have been employed in mischievous thoughts and actions.

The material should be kept in labelled boxes and placed in a cupboard or window and can be passed by a special monitor or "busy work" inspector.

If the pupils stand while reciting the material should be passed and used at their seats, but if they sit during recitations a long table might be provided and they be allowed to stand around it, giving to each a necessary amount of space.

Following we will demonstrate the use of several kinds of work.

1.—*Toothpicks and peas* Soak peas over night and use with sharp tooth picks. Many objects can be represented with these, such as chairs, tables, easels, houses, barns, etc.

2.—*Laying of sticks, rings and colored cardboard.*

Colored sticks of different lengths, rings and parts of rings and colored cardboards cut in different forms can be obtained by the teacher and laid into beautiful designs by the pupils. The sticks and cardboard can be manufactured by the teacher.

3.—*The sand table* is one of the most useful things in a primary school. Small cleats nailed around a common table and about a bushel of sand thrown in (which must be dampened every day) is all that is necessary. The pupils form around the table, which has previously been divided into as many parts as there are pupils, and begin work.

They will make mounds, hills, mountains, lakes, valleys, etc.—the lakes represented by placing a tin bucket lid filled with water, or by pieces of glass; twine cords form the rivers.

For another exercise in sand, provide the pupils with tooth picks, peas, beans, corn, stones, leaves, twigs, flowers, grass and shoe pegs.

First they place the house (made of tooth picks and peas), then fence it. The fence is made by standing up tooth picks close together

all around it. The crops are put in in the back lot, which has been plowed in rows, the fruit trees are set out, the barn is made and the horses placed in it, the corral with cows, pens for pigs, chickens and sheep. Stones may represent pigs; shoe pegs, cows; sticks, horses; peas, chickens.

A pond is made under a large tree for the ducks, and some are soon seen swimming. Pieces of moss serve very nicely for the lawns, and flowers are planted or set out around the walks. Tooth-pick men with peas for heads are seen walking around. Some pupils are merchants and build stores, some are blacksmiths, etc. Our picture of a little town in a valley is now complete and life-like.

One need not carry the work this far, or can even carry it further, according to their judgment. In such an exercise if one pupil is disorderly at the table let him lose his place and take his seat.

4.—*Clay Modeling.* In clay modeling we aim to teach form, to train the hand and eye, and to develop the creative power. The clay is prepared before school and set away until needed. The monitor passes it, each pupil taking one piece, which is placed on his slate, and then folds his arms again until all are ready and the teacher gives the signal. An object is selected by each one, and the patting and rolling begins. Spheres, cubes, cylinders, bird nests, hats, jars, jugs, spoons, etc., are made. The teacher selects the best objects and places them in the cabinet, discarding the rest. Each pupil tries hard to make his perfect, that it may be put up for inspection.

5.—*Color Charts.* Preparation for teacher is glazed colored paper, with patterns of objects, such as houses, anchors, men, animals, etc. Each pupil having a lead pencil and a pair of scissors is ready for work. The paper is cut into pieces fitted for the patterns and passed, each pupil choosing his pattern. First the patterns are placed on the paper and the outline traced and cut. These pieces are collected and pasted on a white cardboard or on the back of a calendar, which is hung up for a picture. First use primary colors and then the secondary.

6.—*Pictures* may be pasted on cardboard, cut up into different shapes and put together by pupils. In higher grades dissected maps may be used in same way.

7.—Small, square cards, with script and printed letters on either side, are also good; first, words are formed, second, sentences. For instance, the teacher places a simple sentence on the board and pupils make it by laying the cards. These can be made out of common cardboard by teacher.

Other devices and exercises will easily impress themselves upon the thoughtful teacher, but space will not permit of their discussion at this time.

Amy Brown.

AN HISTORIC SKETCH OF SCHOOLS, COLLEGES AND UNIVERSITIES.

AMICUS.

Among the Romans *Universitas* was used to designate a society or corporation, but without necessarily any reference to education. There were universities of priests, musicians, and members of trades even, equivalent probably to what afterwards in England came to be known as *Guilds*.

The universities and scholastic institutions of later times had their origin in the schools which about the sixth century began to be established in connection with the cathedrals and monasteries, then the only seats of learning; scholarship, even of a limited kind, being almost exclusively confined to the ecclesiastical profession.

The Emperor Charlemagne, who lived in the eighth and ninth centuries, encouraged the establishment of schools and invited learned men from all countries to settle in the principal cities of his empire, which thus became centers of learning. There was a certain similarity between these schools and the philosophical academies of ancient Greece. In England a school of this character was established about the middle of the seventh century at Cambridge.

In a papal document of 802, a school at Oxford is spoken of as "old," and new schools were established there in 879; but it was not until 1248 that a charter of incorporation was granted. About this time the school established in Paris became very famous, from the teaching of William of Champeaux and of Abelard his pupil and rival. Towards the end of the twelfth century, King Philip Augustus formed the schools of Paris into a university. The term "Faculty" in the academic sense, implies the legal authority to give instruction on certain subjects, to conduct examinations and to award "degrees." In royal charters these academical corporations were styled *Universitas Magistrorum et scholarium*.

It is interesting for us as Mormons to notice that the ancients gave the very first rank to theology. For the first Faculty established was the theological one; afterwards the faculties of law, medicine and arts. This fourfold division of faculties subsists to this day, and

has directed the university education of Europe, especially in Germany.

A school of law at Bologna became very famous in the early part of the twelfth century—from the fact that in 1158 the Emperor Frederick Barbarossa granted a charter to this institution. It has a claim to be regarded as the oldest of universities. A very great constitutional difference existed between the university of Paris and the one at Bologna. At Paris the teachers constituted the corporation and appointed the university officials. At Bologna the students constituted the university and made all the academic appointments; and in this respect Bologna became the model of the later universities of Italy and the provincial universities of France, which also were corporations of students; while the universities of England, Germany, Holland and Scandinavia were like that of Paris, corporations of teachers.

In the Scotch universities the students still exercise the privilege of electing rectors—generally, however, men of literary and political distinction, who take little more than an honorary part in management. A noticeable feature in some of these early universities is that of having female students.

There are now about 100 universities in Europe, while there are nominally some 374 in the United States—but the name is vaguely applied, many of these being little more than schools, but claiming the right to confer degrees. The most important, and the most nearly approaching the European models, are Harvard, Yale, Cornell, New York, Michigan, John Hopkin's, with a few others of like reputation.

DEGREES.

The earliest period at which academical degrees were conferred is unknown; but they were in existence as early as the middle of the twelfth century. A degree was the recognition of a student having made a certain advance in his academical career. The first grade reached was that of "Bachelor," from the Latin *baccalaureus*, the derivation being uncertain. It was first used in the university of Paris, and there denoted that students had attained a certain amount of proficiency in their studies, and were authorized to give lectures. They were required to have passed three years and a half in study. And after a second equal period of study and the passing of the requisite examinations, they became *Magisters* or Masters, qualified to teach the seven liberal arts, grammar, logic, rhetoric, music, mathematics, etc., within the limits of the university. At first the title

Master and Doctor, or *Magister et Docere*, were synonymous, but subsequently the title of Master was limited to those who taught the arts above named, and the latter to those who gave instruction in theology, law or medicine. In Paris nine years additional study was required before attaining the degree of Doctor. The right of teaching belonged equally to the Masters and the Doctors, to both of which was subsequently given the title of "Professor." This title was given to distinguish them as university teachers, in contradistinction to ordinary school teachers.

Doubtless this long and careful training gave the world those great scholars who prepared the ground for the great revival of learning, and gave to Europe and through Europe to America the principles of civil and religious liberty, and prepared also the way for the wondrous discoveries of modern science. We reap the fruits of their labors, and while we may become more progressive on certain lines of educational methods, especially as to the secondary part of education—the impartation of knowledge—we may easily fall short of their greatness in the best training of the intellect.

Knowledge is the indispensable condition to the expansion of mind, and the instrument of attaining to it, but it is not itself the illuminating power of the mind. So that merely to know certain things or facts, whether from text books, observation or oral teaching is not in itself an evidence of mental culture. This mind training is indeed supreme, that which must be striven for, attained to, as an end and as the highest end possible to us as far as the greatness of mind is concerned. And here, as in other departments of nature, natural methods are the best for the attainment of so great a good.

It is universally true that nothing good is attained without labor and patient research. The old educators knew this, accordingly they required from five to seven years as a preparation for a Master's degree. Logic, as a rule, was a three years' course, and a study of the classical languages, together with their literatures, extended over the whole of the university career. There was no feverish rush "to get there," but rather the slowness of growth, the steady unfolding of mind power as distinguished from mere acquisition of knowledge; in this way the knowledge that was attained had the highest value, for it had the value of being related knowledge, with the power of mind behind it that could properly and readily relate all subsequent acquisitions.

Whatever improved methods we may adopt

for giving information, let us do so cheerfully and progressively, but let nothing tempt us to anything like "short cuts" in the attainment of mind culture, of intellectual power, of unifying philosophic grasp of mind.

We had hoped to do something towards a formulation of collegiate and university courses from a Church point of view, but must postpone to greater leisure and space than present duty permits of.

COMMENCEMENT PROGRAMME.

Sunday Evening, May 21st:—Farewell Address to Graduates.

Tuesday, 23rd:—Morning Kindergarten Exercises.

Afternoon, Preparatory School Exercises.

Evening, Preparatory School Ball.

Wednesday, May, 24th:—Morning and Afternoon, Field Sports.

Evening, Oratorical Contest.

Thursday, 25th:—Morning, Normal Class Exercises.

Afternoon, Alumni Association Meeting and Banquet.

Oration by Governor West.

Evening, Alumni Ball.

Friday, 26th:—Morning, General Commencement Exercises, Conferring Degrees and Awarding Certificates, etc.

Commencement Oration, Bishop Orson F. Whitney.

Afternoon, Commercial College Exercises, Evening, Commencement Ball.

Forenoon exercises begin at 10 o'clock; Afternoon at 2 o'clock, and Evening at 8 o'clock.

LOCALS.

The Academy is in receipt of a large relief map of North America, sent from the Cook Co. Normal School.

Prof. and Mrs. Whitely entertained a number of their Academy friends last Friday evening. The guests enjoyed the charming hospitality of their host and hostess to its utmost, and the event was one of the most delightful of the school year.

Nels Nelson, of Salt Lake Co., is instructing the class of '96 in penmanship. It would be superfluous to say that his labors in this respect are essential to the future prospects of the freshmen, whose chirography, up to date, has been notoriously illegible.

LOCALS FROM '95.

There is some talk of '95 giving a banquet before the year's work is over. Success to it.

Capt. Willard Young was a visitor at school last week.

Miss Ida Coombs, of Payson, a former graduate, was greatly pleased with her recent visit at the B. Y. A.

Students in Theory C. invariably accost each other with the question, "How are you getting along with your book?" The reply is not often encouraging.

Mr. Brig. Smoot left for the east last Tuesday morning. He will spend a few weeks in Chicago, then go to a Boston school to commence a four years' course.

Those who attended the physical culture exhibition under the supervision of Miss Babcock are quite enthusiastic over it. The Del-sarte movements were particularly enjoyed.

An effort is being made to have the physical culture exhibition repeated. If this is accomplished it will be greatly appreciated.

A number of students "surprised" Miss Vilate Elliot on her birthday last week. A very enjoyable time was had.

A number of last year's students, who have been teaching this year, will be counted again as students next August, and graduate with '95.

Several of the students attended the social given by Mrs. May Glazier in honor of her brother, Brig. Smoot. All enjoyed themselves immensely.

UTAH AT THE WORLD'S FAIR.

It is expected that Chicago will be crowded during the existence of the Fair. Messrs. Roberts, Dodd & Bachman, Proprietors of the Utah World's Fair Excursion & Hotel Co., Provo, Utah, have arranged suitable sleeping apartments, restaurants, etc., at a suburban point called Riverside, within five minutes walk of two railway stations, and within fifteen minutes' ride of the Fair Grounds. Baths, barber shops and everything belonging to a first class hotel and resort have been provided exclusively for Utah people. Rates at this

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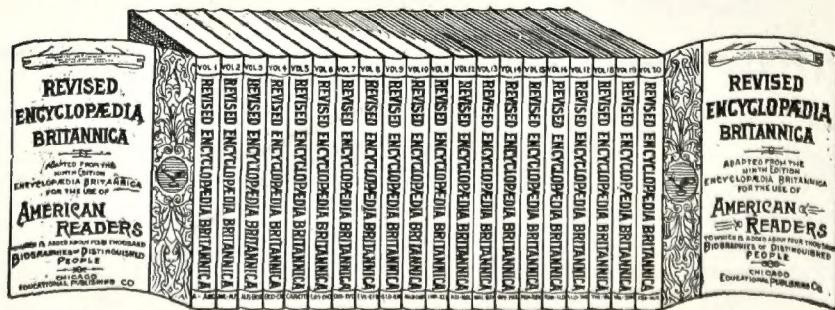
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